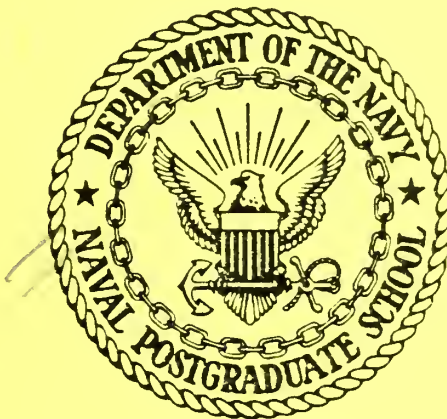


NPS-54Se77061

NAVAL POSTGRADUATE SCHOOL

Monterey, California



SAILORS' AGE-RELATED ATTITUDES
TOWARD SUPERVISORY AND
PEER LEADERSHIP

by

John Senger

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NAVAL POSTGRADUATE SCHOOL
Monterey, California


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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) An examination of Navy Human Resources Management Survey data for 37,700 sailors reveals very significantly differing attitudes between those under age 26 and those 26 and over for questions relating to supervisory leadership, peer leadership, equal opportunity and drugs. A significant age-related difference in attitudes is also found for the 31-35 age group; this is particularly marked among Black sailors. There is some evidence to indicate		

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that young sailors feel more positive toward their peer leadership than do older sailors, especially in nonwork-related matters.

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INTRODUCTION

The United States Navy, as well as other branches of the armed services, employs a disproportionate number of young people. Over one-half of the Navy's surface fleet is manned by sailors who are less than 26 years old, and one-quarter of these crews are less than 21 years old. On some of the larger ships the proportion under 21 is said to reach 70%. As a comparison, the Bureau of Labor Statistics shows only 7.7% of the total number of full-time employed in the 16 to 21 age group. Obviously the Navy (and other armed service) employee mix is unique; does this present special problems?

Parents, poets and teachers have observed a certain uniqueness of perception and attitude among young people. So have sociologists and psychologists, including Lewin (1939), Parsons (1942), Erikson (1963), Newcomb (1950), Roszak (1969), and Reich (1970), to name but a few. Do these differences extend to the work environment? If they do, one might surmise problems would arise relating to motivation, communication and leadership.

One frequently observed difference in the attitudes and behavior of young people which could affect their work behavior in organizations is their greater conformity to peer group values (Ogburn and Nimoff (1940), Horrocks (1969), Constanzo and Shaw (1966), Erikson (1963), Kandel (1974), and Yankelovich (1969)). Conformity to age peers is particularly marked among adolescents and late adolescents. According to Anderson and Parker (1940), adolescence extends into the early twenties which includes a large proportion of sailors. If this peer orientation extends

into the work situation, it is possible for it to present some unique relationships which can be a challenge to Navy leadership.

A peer orientation would suggest that appeals to pride in group, belongingness and esprit de corps might be more successful in increasing work effort than the upward mobile, achievement oriented approaches traditionally projected by middle age, middle class officers. Peer oriented work groups have been known to select goals which are counter to those of the organization, e.g., reduction in productivity. However, it is possible that a peer orientation provides a positive, cooperative effect as a result of a desire to cooperate with friends, reduction in inter-personal conflict, a friendly work climate, a desire to stay in the group and a general cohesiveness of spirit.

It is the purpose of this study to ascertain if there is a difference in work attitudes among younger sailors when compared to their older shipmates; specifically, to determine if there is difference in attitude toward peers as compared to attitude toward supervision. A massive investigation of work attitudes in the Navy has been conducted on a continuing basis by several Navy Human Resource Management Centers, in which attitudes toward peer leadership and supervisory leadership are surveyed. Answers to questions on the survey instrument distributed by the Centers and their accompanying biographical information form the data basis for this study. In addition to responses to peer and supervisory questions, responses to a variety of equal opportunity questions are included.

The demographic data and attitude questions invite a series of hypotheses formed about attitudes of the young sailor and older sailors as they relate to peer leadership, supervisory leadership, drugs and equal opportunity in the Navy.

Hypothesis 1: Attitudes of 17-20 year olds are significantly different from those of older sailors.

Hypothesis 2: Responses to questions relating to peer (work group) leadership are more positive than those relating to supervisory leadership among 17-20 year olds, and conversely, older sailors are more positive toward supervisory leadership than peer leadership.

Hypothesis 3: The correlation between peer and supervisory leadership responses is higher for the 17-20 year olds than it is for older sailors.

Hypothesis 4: The correlation between responses to peer questions and perceived performance level is higher for 17-20 year olds than it is for older sailors.

Hypothesis 5: The correlation between the response scores to supervisory questions and perceived performance level is lower for the 17-20 year olds than it is for the older sailors.

Hypothesis 6: 17-20 year olds perceive themselves to be more knowledgeable about drug abuse than do older sailors.

Hypothesis 7: Older sailors' responses to equal opportunity questions are more positive than are younger sailors' responses.

Hypothesis 8: Black sailors' responses to equal opportunity questions are less positive than are responses of white sailors.

Hypothesis 9: Black sailors' responses to peer leadership and supervisory leadership questions are less positive than are

responses of white sailors.

Hypothesis 10: Black sailors responses to overall satisfaction with both peer and supervisory leadership are less positive than those of white sailors.

Hypothesis 11: Young Black sailors respond more positively to the peer questions than do young white sailors.

Hypothesis 12: Young Black sailors are less positive in their response to supervisory leadership questions than are young white sailors.

PROCEDURE

Peer Leadership and Supervisory Leadership

The Navy Human Resources Management Survey questionnaire (Form BuPers 5314-6) is a slightly modified version of the Survey of Organizations (Taylor and Bowers (1972)) published by The Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, Michigan. The leadership portion of the Survey of Organizations is in turn based upon a leadership model developed by Bowers and Seashore (1966) which takes into account four dimensions of leadership behavior: (1) support, (2) goal emphasis, (3) work facilitation, and (4) interaction facilitation. Questions relating to these four dimensions are posed for both supervisory leadership and peer leadership functions. The Navy Human Resources Survey uses the term "work group" in place of peer. Supervisory leadership questions 16, 17, 18, 20, 21, 22, 23, 24 and 26 correspond to work group leadership questions 27, 28, 29, 30, 38, 32, 33, 34,

35, and 36, respectively. Other responses included in the study reported here are: Question 48 relates to general satisfaction with the work group and question 49 general satisfaction with supervision. Question 74 is about drugs, and questions 64, 65, 67, 69, and 70 are concerned with equal opportunity.

Equal Opportunity

Among the questions added to the original Survey of Organizations questionnaire for the Navy Human Resources Management Survey are several dealing with equal opportunity and drug and alcohol abuse, in addition to overall satisfaction with peers and supervision. Responses to equal opportunity questions which pertain to advancement, job assignment, educational opportunities, recreation and military justice are included in this study.

Subject Sample and Demographic Data

The subject sample consists of 37,700 surface fleet personnel in the enlisted ranks drawn one-third each from surveys administered by the San Diego, Pacific and Atlantic Navy Human Resource Management Centers (HRMC). The datum of greatest interest in this investigation, age, was gathered in five-year increments, except for the 17-20 year olds and the "over 35" group. Additionally, analysis was made by race (Black and white), education, military rank and career plans.

Analysis Procedures

In cooperation with the W. R. Church Computer Center at the Naval Postgraduate School, the Statistical Package for the Social

Sciences was used to make the requisite "t" tests and correlation analyses.¹

FINDINGS

Supporting Hypothesis 1, differences between answers to supervisory and peer leadership questions by 17-20 year old and the next older group (21-25) are significant--"t" values range from 1.14 ($p = .25$) for question 27 to 9.95 ($p = .0001$) for question 21. However, further examination of the data revealed that there is an even sharper difference in response scores between those who are over 25 and those under--"t" values representing the differences between these two groups' range from 17.37 to 40.85 for the various questions, all significant at the .0001 level. Of course, modest real differences in samples of the size here (8,000-10,000) can be accompanied by high statistical significance; however, the sharp difference between the under 25 and over 25 groups can be visually appreciated in Exhibits 1 and 2.

Hypothesis 2 is partially supported. While those questions directly relating to work performance containing terms like "goals," "effort," "work," "performance" and "scheduling" the young sailors' responses are more positive for supervisory leadership questions than for peer leadership questions, we find the reverse response for nonwork oriented questions concerned with "friendliness," "paying attention to what I say" and "exchanging

1. I am particularly grateful to Pat Meadows for her invaluable assistance in programming the large amount of data involved in this study.

opinions and ideas." In one other nonwork related question, "listening to my problems", the young sailor rates supervisory leadership higher, though markedly less so than do older sailors. In the "friendliness" and "new job ideas" questions, all age groups give the peer leadership a higher score.

The second part of Hypothesis 2 is strongly supported. Except for the "friendliness" question, the "over 25" sailors give more positive responses to all supervisory leadership questions than to peer leadership questions.

Exhibit 3 indicating that correlations between peer and supervisory leadership responses become increasingly less positive with increase in age provides support for Hypothesis 3. The "kink" in the curve at age 25 can be seen again here as it could in Exhibits 1 and 2.

Correlations between perceived performance under pressure and peer leadership responses and between daily performance and peer leadership responses is lower for 17-20 year olds than for older sailors. This is the reverse of the relationship hypothesized in number 4. Exhibits 8 and 9.

Correlation between perceived performance under pressure and supervisory leadership responses is somewhat less for 17-20 year olds than correlations between these variables for most of the older groups, partially supporting Hypothesis 5. However, the correlation between perceived daily performance and supervisory leadership responses is higher for the 17-20 year olds than for older sailors, again, the reverse of the relationship hypothesized. Exhibits 10 and 11.

Exhibit 12 indicates that younger sailors profess greater understanding of drug abuse than do older sailors, as was hypothesized in number 6. In fact, this is the only question in which the under 25 group's responses were more positive than the over-25 group. Even in this area of admitted limited knowledge the older sailors record typically strong positive responses to survey questions.

Older sailors are more positive in their reactions to equal opportunity questions than are younger sailors (Hypothesis 7) as shown in Exhibits 15 through 19, with the data showing the characteristic "kink" at age 25.

Black sailors express less positive reactions to equal opportunity questions than do white sailors, Hypothesis 8, with the response differential even more pronounced, indicating an apparent greater intensity of feeling among these young Black sailors. See Exhibits 15 through 19.

Black sailors' responses to peer and supervisory leadership questions are consistently less positive than those of whites (Exhibits 4 through 7) supporting Hypothesis 9, and the Black sailors' responses (Exhibits 20 and 21) are also less positive for the questions about overall satisfaction with both supervisory and peer leadership, supporting Hypothesis 10.

Hypothesis 11 is not supported; young Black sailors' responses to peer leadership questions are less positive than they are for young white sailors. The 17-20 year olds are, in fact, somewhat less positive in their attitudes toward their peer leadership than are the 21-25 year olds. Relative to whites, the lowest attitude score for peer leadership is among the

31-35 Black age group. Exhibits 6 and 7.

Exhibits 4 and 5 show that young Black sailors are less positive in their responses to supervisory questions than young white sailors, but the difference is less in magnitude for peer leadership responses (Hypothesis 12).

Other seemingly pertinent items of biographical data were examined to ascertain if these factors had any effect on responses as they relate to age. Included are education, military rank and re-enlistment plans, the results for which are shown in Exhibits 22 through 34.

Generally, education shows a positive relationship with both peer and supervisory responses, Exhibits 22 through 26. A sharp increase in positiveness of response for all age groups is shown for those holding a college degree. The characteristic age 25 "kink" is seen again here.

Except for E-7s and above, there is a consistent dip in the positiveness of response for 31-35 year olds for both peer leadership questions and supervisory leadership questions. Exhibits 27 through 30.

Positiveness of response to supervisory and peer leadership appears to relate directly to the degree of commitment to the Navy as a career. The most positive responses were from those sailors planning to stay in until retirement and the least positiveness was expressed by those planning to get out. The "undecideds" fall in between. Exhibits 31 through 34.

DISCUSSION

The principal themes hypothesized: (1) the uniqueness of young sailors' perceptions and attitudes, and (2) a greater positiveness of attitude toward their peers by the younger sailors as compared to older sailors are both partially supported. The findings are further characterized by generally less positive responses by Blacks, and a consistent positive correlation between response positiveness and age.

The "kink" in the plotted curves at age 25 is also a consistent finding; in fact, a reverse "kink" is to be found in only 6 of the 45 raw data curves. The value of χ^2 for this difference is 10.827 significant at the .001 level. Another frequently occurring age-related "kink" is to be found for the 31-35 age group (15 reverse "kinks"; $\chi^2 = 3.841$ significant at the 0.5 level). This "dog leg" pattern is especially pronounced for Blacks.

This attitude shift at age 25 is at an older age than that hypothesized, but may support writings cited earlier (Anderson and Parker (1940) and Contanzo and Shaw (1966)) in which adolescent behavior is thought to extend into what is frequently perceived as early adulthood. A finer reclassification of age data might reveal that the "kink" really occurs earlier than age 25.

The dip in the positiveness of response among the 31-35 age group is more difficult to explain. The "over-thirty" syndrome would suggest a more positive response by this group, similar to that of the "over-thirty-fives." One contributing factor to the less positive attitudes may be the shift in responsibilities from those of a technician to those of supervision

and administration. It is at about this age that sailors are promoted to the higher noncommissioned ranks where they come into first contact with supervising and paper work, a potentially depressing experience. At this same time they lose the support of being "one of the guys" and are operating in a rather socially isolated environment. Most have not attained the prestigious rank of Chief with its accompanying comradery among fellow Chiefs. Other factors, such as separation from a young family, may also contribute. It would appear desirable to investigate further this possible depression in morale among this important group of noncoms to ascertain its extent, possible causes and corrections.

The positive correlation consistently seen between attitude and age in this study has been also seen in other studies, e.g., Lodahl and Kejner (1965), Gibson and Klein (1970), Lee (1971) and Hall and Mansfield (1975), Glenn, Taylor and Weaver (1977). In the Lodahl and Kejner and the Gibson and Klein studies it was found that attitude correlated positively with age but not tenure. It is difficult to make this distinction in the study reported here because age and tenure (measured in number of enlistment) are so highly correlated (.85). The almost monotonously consistent relationship between attitude and age may smother some of the difference in positiveness toward peers hypothesized for the younger sailors.

An encouraging finding is the degree of positiveness of response elicited from young Black and white sailors toward their supervision. In support of this finding is the Kasschau, Ransford and Bentson study (1974) which shows that youths from

a blue-collar background (probably the background most prevalent among the sailors included in this survey) tend to react positively toward establishment institutions. Discouraging is the lack of positive response by Blacks toward equal opportunity questions.

The distinct difference in response between younger sailors and older sailors probably reflects differences in perception and attitude broader than those sampled here. The findings suggest that leadership and motivational appeal should be more closely attuned to the needs of the respective age groups.

The contingent nature of leadership has been frequently observed, and one of the contingent factors is the follower-leader relationship. Universality of treatment of subordinates as opposed to sensitivity to individual differences has reduced the effectiveness of otherwise able leaders. If we can identify a group with differing attitudes, and probably motivations, it would appear practical to modify one's leadership approach to take these differences into account. An appeal to group loyalties, for example, might be more effective than an appeal to a poorly developed achievement motivation.

Other possibilities of unique differences between age groups need exploration. If among young sailors we find typical adolescent behaviors such as impulsiveness and rebelliousness, as well as the desire to be seen as a "laid back, good-buddy", it would suggest that these characteristics, along with the peer orientation, should be taken into account when interacting with members of this readily identifiable subculture. It appears unrealistic

to deal with young people in a manner which presupposes characteristics we wish were there, but are not. The contingency approach to leadership would suggest that leaders should interact with young people in a manner which would express recognition of their uniqueness, rather than in a monolithic approach to an idealized situation.

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EXHIBIT 1
SUPERVISORY LEADERSHIP
SCORES PLOTTED AGAINST
AGE - WHITE AND BLACK
RACE SAMPLE

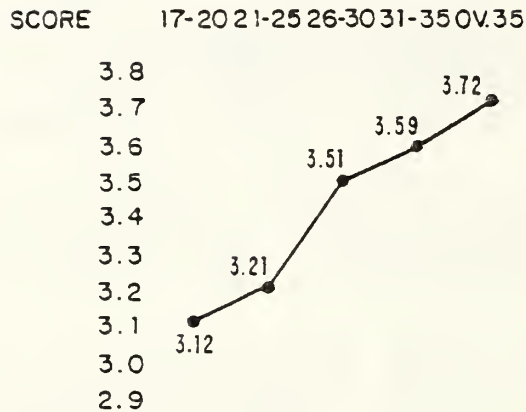


EXHIBIT 2
PEER LEADERSHIP
SCORES PLOTTED AGAINST
AGE - WHITE AND BLACK
RACE SAMPLE

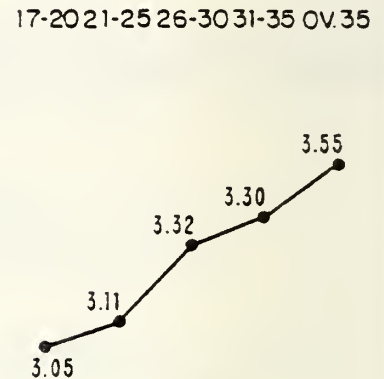


EXHIBIT 3
PRODUCT-MOMENT CORRELATIONS OF SUMMED ANSWERS
TO SUPERVISORY QUESTIONS
TO SUMMED ANSWERS TO
PEER QUESTIONS - WHITE
AND BLACK RACE SAMPLE

CORRELATION COEFFICIENTS

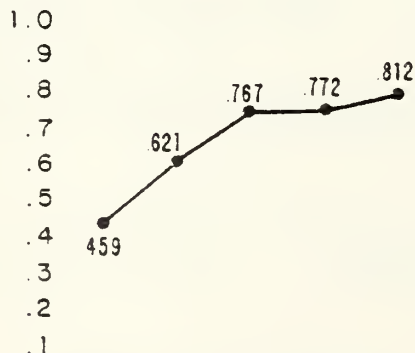


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SUPERVISORY LEADERSHIP
SCORES PLOTTED AGAINST
AGE - BLACK RACE SAMPLE

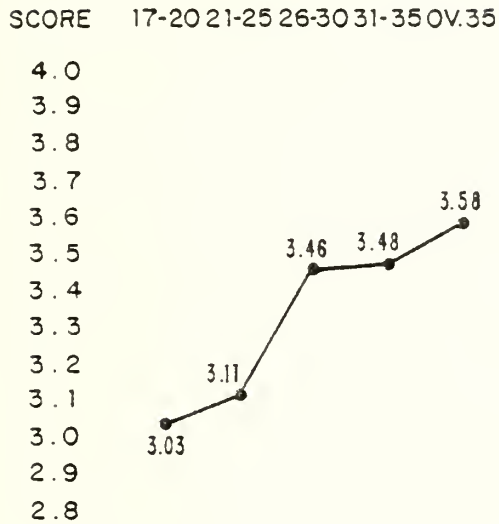


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SUPERVISORY LEADERSHIP
SCORES PLOTTED AGAINST
AGE - WHITE RACE SAMPLE

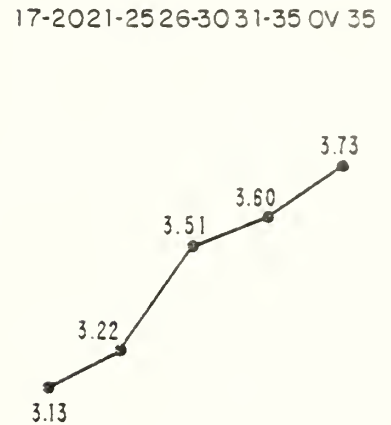


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PEER LEADERSHIP
SCORES PLOTTED AGAINST
AGE - BLACK RACE SAMPLE

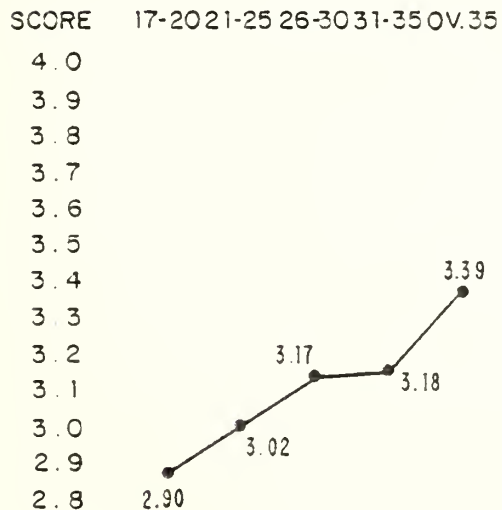


EXHIBIT 7
PEER LEADERSHIP
SCORES PLOTTED AGAINST
AGE - WHITE RACE SAMPLE

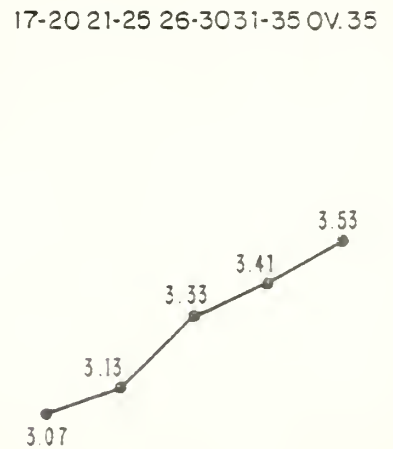


EXHIBIT 8
CORRELATION BETWEEN PERFORMANCE UNDER PRESSURE AND
PEER LEADERSHIP SCORES
BY AGE

CORRELATION 17-20 21-25 26-30 31-35 OV. 35
COEFFICIENT

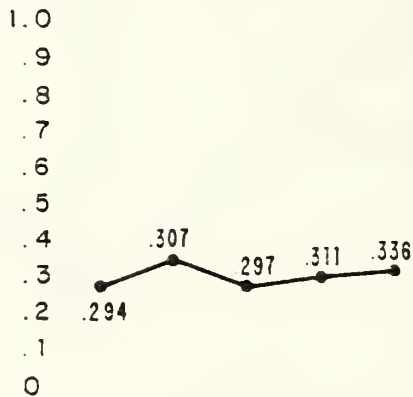


EXHIBIT 9
CORRELATION BETWEEN DAILY PERFORMANCE AND PEER
LEADERSHIP SCORES
BY AGE

17-20 21-25 26-30 31-35 OV. 35



EXHIBIT 10
CORRELATION BETWEEN PERFORMANCE UNDER PRESSURE
AND PEER LEADERSHIP SCORES
BY AGE

CORRELATION 17-20 21-25 26-30 31-35 OV. 35
COEFFICIENT

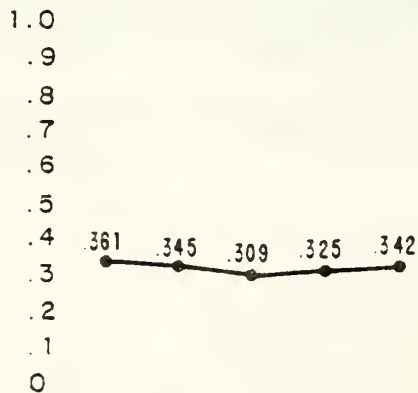
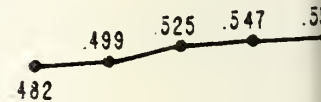


EXHIBIT 11
CORRELATION BETWEEN DAILY PERFORMANCE AND SUPERVISORY
LEADERSHIP SCORES
BY AGE

17-20 21-25 26-30 31-35 OV. 35



RESPONSES TO DRUG ABUSE
QUESTIONS
PLOTTED AGAINST AGE
BLACK & WHITE SAMPLE

EXHIBIT 12 Q. # 74
UNDERSTANDING OF DRUG ABUSE

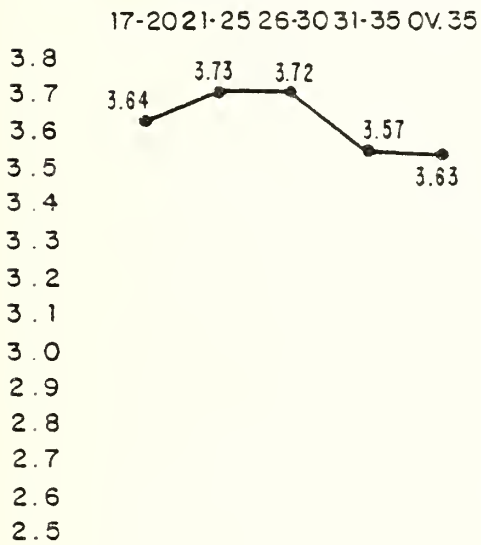


EXHIBIT 13 Q. # 75
WORK GROUP DISCOURAGES DRUGS

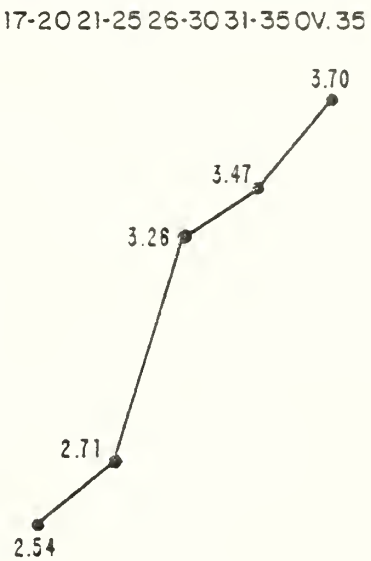
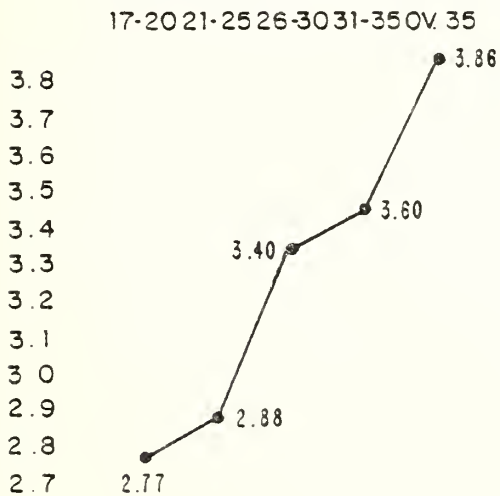


EXHIBIT 14 Q. # 76
SUPERVISOR HELPS DRUG ABUSERS



RESPONSES TO EQUAL OPPORTUNITY QUESTIONS PLOTTED
AGAINST AGE

WHITE RESPONSE -----
BLACK RESPONSE —————

EXHIBIT 15
#64 ADVANCEMENT
17-2021-2526-3031-35 OV.35

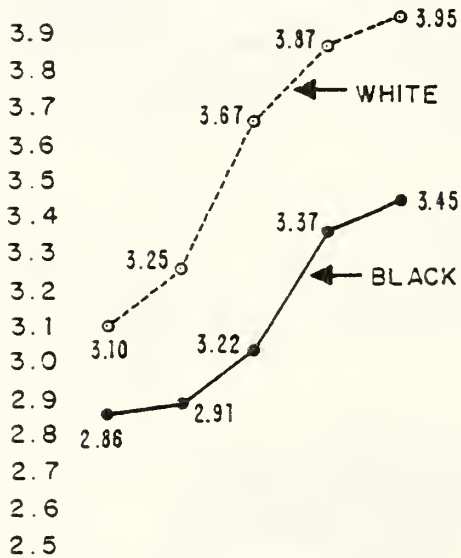


EXHIBIT 16
#65 JOB ASSIGNMENT
17-2021-2526-3031-35 OV.36

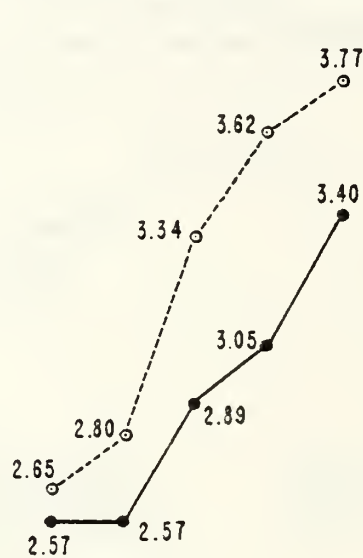


EXHIBIT 17
#67 EDUCATION
17-2021-2526-3031-35 OV.35

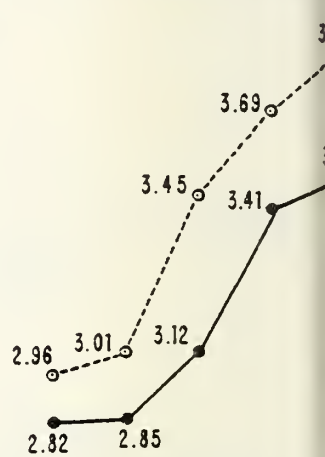


EXHIBIT 18
#69 RECREATION
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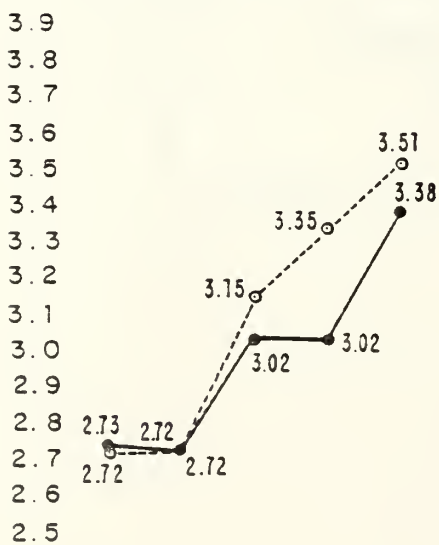
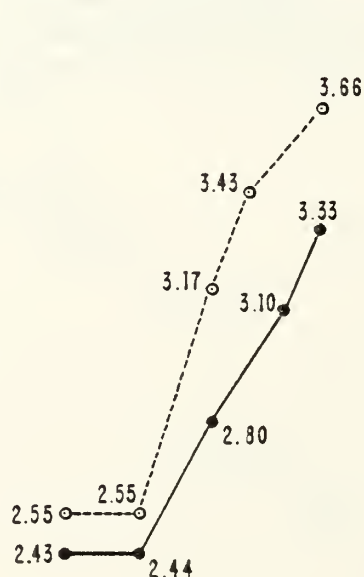


EXHIBIT 19
#70 MILITARY JUSTICE
17-2021-2526-3031-35 OV.35



RESPONSES TO OVERALL SATISFACTION WITH
SUPERVISORS AND PEERS RELATED TO AGE
BY RACE

EXHIBIT 20
Q. #48 SATISFACTION WITH
PEERS
17-2021-2526-3031-35 OV.35

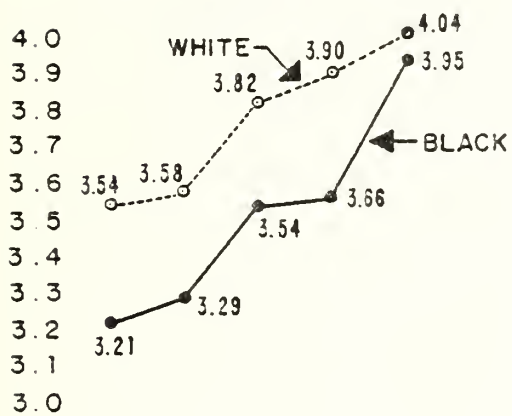
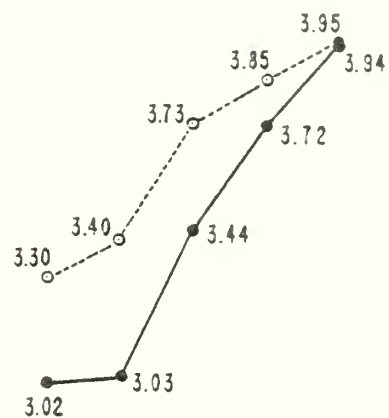


EXHIBIT 21
Q. #49 SATISFACTION WITH
SUPERVISION
17-2021-2526-3031-35 OV.35



SUPERVISORY AND PEER LEADERSHIP RESPONSES
PLOTTED AGAINST AGE ACCORDING TO EDUCATION

EXHIBIT 22
SOME HIGH SCHOOL
17-20 21-25 26-30 31-35 OV. 35

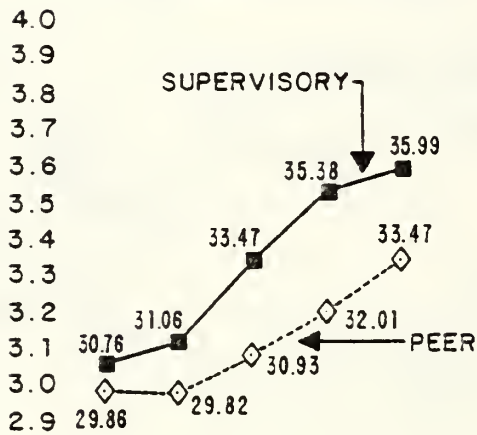


EXHIBIT 23
HIGH SCHOOL GRADUATES
17-20 21-25 26-30 31-35 OV. 35

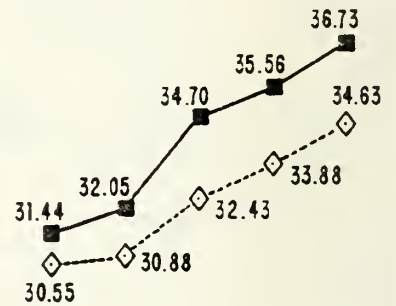


EXHIBIT 24
SOME COLLEGE
17-20 21-25 26-30 31-35 OV. 35

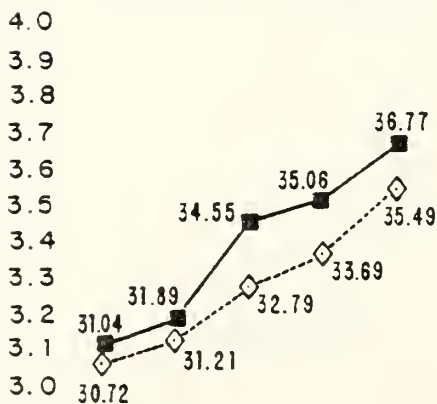


EXHIBIT 25
ASSOCIATE OF ARTS
17-20 21-25 26-30 31-35 OV. 35

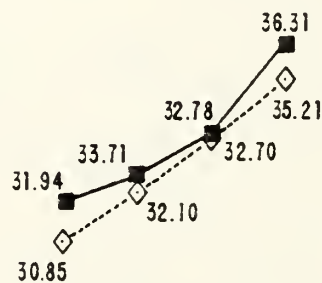
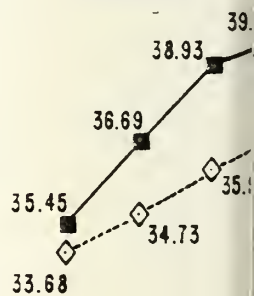


EXHIBIT 26
BACHELORS DEGREE
17-20 21-25 26-30 31-35 OV. 35



SUPERVISORY AND PEER LEADERSHIP RESPONSES
PLOTTED AGAINST AGE ACCORDING TO MILITARY
RANK

EXHIBIT 27
E1 THROUGH E3

17-20 21-25 26-30 31-35 OV. 35

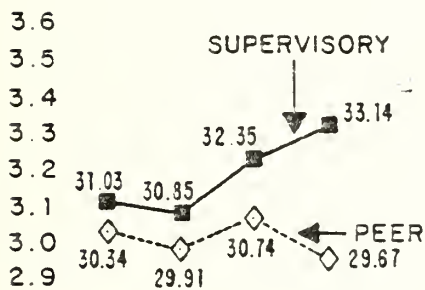


EXHIBIT 28
E4 AND E5

17-20 21-25 26-30 31-35 OV. 35

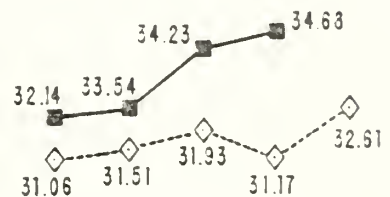


EXHIBIT 29
E 6

17-20 21-25 26-30 31-35 OV. 35

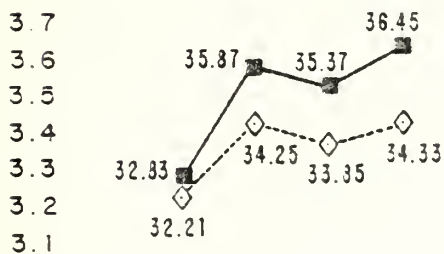
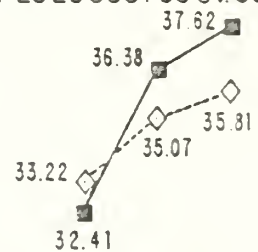


EXHIBIT 30
E7 THROUGH E9

17-20 21-25 26-30 31-35 OV. 35



NOTE: MISSING PLOT POINTS ARE THE RESULT OF INSUFFICIENT
SAMPLE SIZE.

SUPERVISORY AND PEER LEADERSHIP RESPONSES
PLOTTED AGAINST AGE FOR EACH CLASSIFICATION
OF FUTURE SERVICE PLAN

EXHIBIT 31
STAY TILL
RETIREMENT
17-20 21-25 26-30 31-35 OV. 35

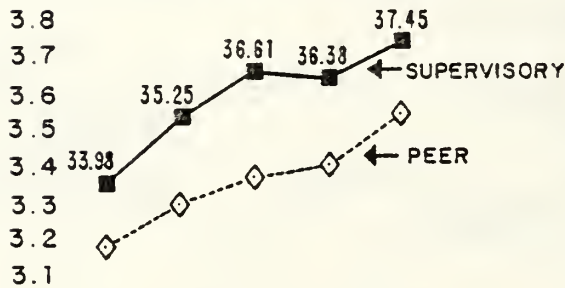


EXHIBIT 32
RE-ENLIST
BUT UNDECIDED ABOUT CAREER
17-20 21-25 26-30 31-35 OV. 35



EXHIBIT 33
UNDECIDED
ABOUT SERVICE PLAN
17-20 21-25 26-30 31-35 OV. 35

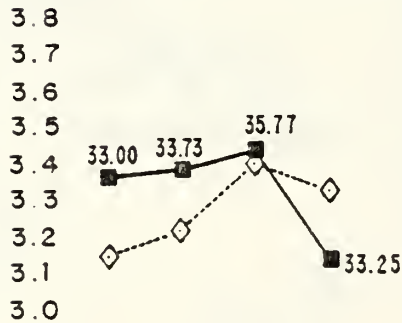
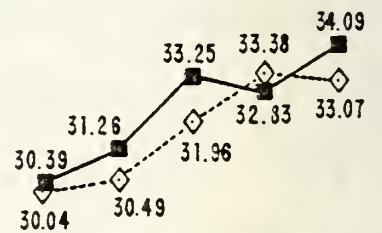


EXHIBIT 34
WON'T RE-ENLIST
17-20 21-25 26-30 31-35 OV. 35





NAVY HUMAN RESOURCE MANAGEMENT SURVEY

The Navy is highly interested in improving the overall conditions within its commands, promoting individual command excellence, and increasing the satisfaction of personnel toward Navy life. Areas of particular concern include leadership, equal opportunity, race relations, training and utilization of people, motivation and morale, good order and discipline, communications, concern for people, drug and alcohol abuse, and interaction with peoples of other countries.

This survey is intended to provide information that can be used to decide the areas to receive greatest emphasis in the future, both within your command and the Navy in general. If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers.

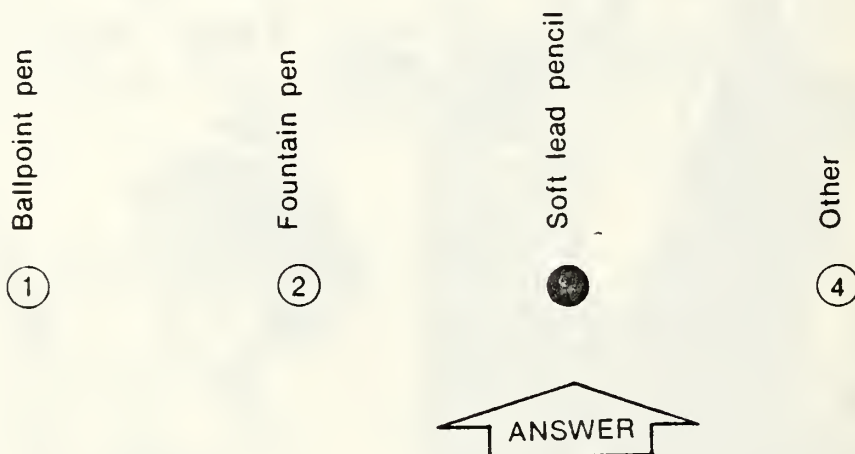
The completed questionnaires will be processed by automated equipment which will summarize the answers in statistical form. Your individual answers will remain strictly confidential, since they will be combined with those of many other persons.



INSTRUCTIONS

1. All questions can be answered by filling in appropriate answer spaces on the answer sheet. If you do not find the exact answer that fits your case, use the one that is closest to it.
2. Please answer all questions.
3. Remember, the value of the survey depends upon your being straightforward in answering this questionnaire. You will not be identified with your answers.
4. The answer sheet is designed for automatic scanning of your responses. Questions are answered by marking the appropriate answer spaces (circles) on the answer sheet, as illustrated in this example:

Q. Which is the only marking instrument that will be read properly?



5. Please use a **soft pencil**, and observe carefully these important requirements:
 - Make heavy black marks that fill the circles.
 - Erase cleanly any answer you wish to change.
 - Make no stray markings of any kind.
6. Questions about "your command" refer to the ship, squadron, or similar operational unit to which you are assigned. Questions about "your supervisor" refer to the person to whom you report directly. Questions about "your work group" refer to all those persons who report to the same supervisor as you do.

1. How friendly and easy to approach is your supervisor?
2. When you talk with your supervisor, to what extent does he pay attention to what you are saying?
3. To what extent is your supervisor willing to listen to your problems?
4. To what extent does this command have a real interest in the welfare and morale of assigned personnel?
5. My supervisor makes it easy to tell him when things are not going as well as he expects?
6. To what extent do you feel supported by your supervisor?
7. To what extent does your supervisor encourage the people who work for him to work as a team?
8. To what extent does your supervisor encourage the people who work for him to exchange opinions and ideas?
9. To what extent does your supervisor encourage people to give their best effort?
10. To what extent does your supervisor maintain high personal standards of performance?
11. To what extent are work activities sensibly organized in this command?
12. To what extent does this command have clear-cut, reasonable goals and objectives that contribute to its mission?
13. I feel that the workload and time factors are adequately considered in planning our work group assignments.
14. To what extent does your supervisor help you to improve your performance?
15. To what extent does your supervisor provide you with the help you need so you can schedule work ahead of time?

- Pa
16. To what extent does your supervisor offer new ideas for solving job related problems?
 17. To what extent does your supervisor attempt to work out disagreements?
 18. How friendly and easy to approach are the members of your work group?
 19. When you talk with the members in your work group, to what extent do they pay attention to what you are saying?
 20. To what extent are the members in your work group willing to listen to your problems?
 21. How much do members of your work group encourage each other to work as a team?
 22. How much do members in your work group emphasize a team goal?
 23. To what extent does your work group plan together and coordinate its efforts?
 24. To what extent do you have confidence and trust in the members of your work group?
 25. To what extent do you see your job as important and essential to your work group?
 26. The output of our work group is essential to our command.
 27. How much do people in your work group encourage each other to give their best effort?
 28. To what extent do people in your work group maintain high standards of performance?

In general, how much say or influence does each of the following groups of people have on what goes on in your work group?

29. Lowest-level supervisors (Supervisors of non-supervisory personnel).
30. Non-supervisory personnel.

31. To what extent do members in your work group help you find ways to improve your performance?
32. To what extent do members of your work group provide the help you need so you can plan, organize and schedule work ahead of time?
33. To what extent do members of your work group offer each other new ideas for solving job related problems?
34. Members of my work group take the responsibility for resolving disagreements and working out acceptable solutions.
35. The members of my work group reflect Navy standards of military courtesy, appearance and grooming.
36. I feel that Navy standards of order and discipline are maintained within my work group.
37. How adequate for your needs is the amount of information you get about what is going on in other departments or watch sections?
38. To what extent are you told what you need to know to do your job in the best possible way?
39. How receptive are those above you to your ideas and suggestions?
40. To what extent do people in your work group exchange opinions and ideas?
41. People at higher levels of the command are aware of the problems and needs at my level.
42. To what extent is information about important events and situations put out within your work group?
43. In this command to what extent are the decisions made at those levels where the most adequate and accurate information is available.
44. Information is widely shared in this command so that those who make decisions have access to all available know-how?
45. Does your supervisor try to get your ideas before making decisions that are important to you?

46. To what extent does your work group make good decisions and solve problems well?
47. To what extent do you feel motivated to contribute your best efforts to the command's mission and tasks?
48. To what extent do you regard your duties in this command as enhancing your career?
49. Work group members who contribute the most are rewarded the most.
50. Our supervisor gives our work group credit for good work.
51. The morale and pride of the men in my work group is high.
52. To what extent is your command effective in getting you to meet its needs and contribute to its effectiveness?
53. To what extent does your command do a good job of meeting your needs as an individual?
54. To what extent has your work group been adequately trained to handle emergency situations?
55. I have been adequately trained to perform my assigned tasks.
56. My command encourages training for personal and professional growth.
57. My work group performs well under pressure or in emergency situations.
58. My work group has a good attitude toward training.
59. My work group can meet day to day mission requirements well.
60. My work group is combat ready.

61. To what extent do you understand the Navy's overseas diplomacy mission?
62. To what extent does the shore patrol of your unit cooperate ashore in terms of placing local people at ease and working smoothly with local police?
63. Describe the extent of your ability to travel by bus or train in an overseas country.
64. To what extent do you expect to be dealt with fairly overseas while spending money?
65. To what extent would you consider re-enlistment (extension) for overseas shore duty?
66. To what extent will (would) you and your family adjust to life overseas?
67. To what extent would you describe your ability to speak any foreign language?
68. In my chain of command there is a willingness to confront racial problems in a positive manner.
69. I feel free to talk to my supervisor about racial problems in my work group.
70. Racial tensions interfere with the efficiency of my work group.
71. To what extent is your supervisor considerate in avoiding the use of inflammatory remarks about minorities?
72. Race Relations Education Training has been provided to members of my command.
73. I am familiar with my command's Equal Opportunity Affirmative Action Plan.

To what extent does your command ensure that you have equal opportunity for:

74. Off base housing.
75. Advancement in rate / rank.

To what extent does your command ensure that you have equal opportunity for:

- 76. Job assignment.
- 77. Education and training.
- 78. Evaluation.
- 79. Recreation.
- 80. To what extent is military justice administered fairly throughout your command?
- 81. To what extent would you feel free to tell your supervisor about a drug problem in your work group?
- 82. The use of drugs by some members of my work group hurts the work effort.
- 83. Do you feel that you understand the factors contributing to the abuse of drugs?
- 84. My supervisor is effective in helping work group members with drug problems.
- 85. To what extent do members of your work group discourage the use of drugs?
- 86. To what extent would you feel free to talk to your supervisor about an alcohol problem in your work group?
- 87. I can recognize the symptoms of alcoholism.
- 88. My supervisor is willing to confront alcohol problems that involve members of my work group.
- 89. Alcohol abuse by some members hurts the effort of my work group.
- 90. There is pressure within my work group to drink alcoholic beverages.

91. Alcoholism is recognized as a treatable illness by my command.
92. The career counselling program has affected my decision whether or not to make the Navy a career.
93. To what extent has the command's career counselling program been worthwhile to you?
94. I am aware of the purpose of the Navy Transition Program.
95. Do you feel pride and enhancement of your self-worth from the kind of work to which you are assigned?
96. The members of my work group are proud of the appearance and condition of our equipment and spaces.
97. Administrative practices (such as watch and duty assignments, special request chits, etc.,) that affect people in my work group are handled fairly.
98. All in all, how satisfied are you with the people in your work group?
99. All in all, how satisfied are you with your supervisor?
100. All in all, how satisfied are you with your job?
101. All in all, how satisfied are you with this command, compared to most others?
102. All in all, how satisfied do you feel with the progress you have made in the NAVY, up to now?
103. How satisfied do you feel with your chance for getting ahead in the Navy in the future?

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